



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

ENGLISH SECOND LANGUAGE SYLLABUS

ADVANCED SUBSIDIARY LEVEL

SYLLABUS CODE: 8202

GRADE 12

**FOR IMPLEMENTATION IN 2021
FOR FIRST EXAMINATION IN 2021**

Ministry of Education, Arts and Culture
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Namibia Senior Secondary Advance Subsidiary Level English Second Language Syllabus Grade 12

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1. INTRODUCTION

This National Senior Secondary Certificate Advanced Subsidiary (NSSCAS) English Second Language Syllabus describes the intended learning competencies and assessment objectives. As a subject, Advanced Subsidiary Second Language falls within the language area of learning in the curriculum, but has thematic links to other subjects across the curriculum.

The NSSCAS second language helps learners develop abilities which tertiary institutions value highly, including:

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.

The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education* in Namibia and has been approved by the National Examination, Assessment and Certification Board (NEACB). As part of life-long learning, the National Curriculum Guidelines, applicable to Senior Secondary Education, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education. Considering the uniqueness of each learner, teachers teaching the NSSCAS English Second Language (ESL) should strive to support individual learners to develop their full potential by encouraging them to read widely, both for their own enjoyment and to further their awareness of the ways in which a second language can be used. English second language teachers should also endeavour to ensure that learners develop more general analysis and communication skills such as synthesis, inference, evaluation (in addition to those listed under the Namibian National Curriculum Guidelines below) and the ability to order facts and present opinions effectively. The main sections are:

- The Namibia National Curriculum Guidelines aims and linkage to core skills
- Rationale
- Key information
- Syllabus Overview
- Assessment
- Grade descriptions

The Namibia National Curriculum Guidelines aim to:

- recognise that learning involves the development of values and attitudes as well as knowledge and skills;
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and multicultural society;
- encourage respect for human rights and freedom of speech;
- provide insight and understanding of crucial global issues in a rapidly changing world which affect quality of life: the AIDS pandemic; global warming; environmental degradation; maldistribution of wealth; expanding and increasing conflicts; the technological explosion and increased connectivity;
- recognise that as information in its various forms becomes more accessible learners need to develop higher cognitive skills of analysis, synthesis, interpretation and evaluation to use the information effectively;
- challenge and motivate learners to reach their full potential and to contribute positively to the environment, economy and society.

Thus the Namibian National syllabuses should provide opportunities for developing essential/core skills across the various fields of study. Such skills cannot be developed in isolation and they may differ from context to context according to the field of study.

English Second Language contributes directly to the development of the six core skills marked *.

- Communication Skills *
- Numeracy Skills
- Information Skills*
- Problem-solving Skills*
- Self-management and Competitive Skills*
- Social and Co-operative Skills*
- Physical Skills
- Work and Study Skills*

2. RATIONALE

The NSSCAS English Second Language level syllabus prepares school learners for life, helping them develop an informed curiosity and a lasting passion for learning.

Through the curriculum and the efforts of the teachers, the Namibian education system must meet its constitutional obligation to ensure proficiency in a second language.

Language stimulates personal growth and assists in the development of general knowledge, attitudes, critical abilities, moral values, and the aesthetic sense.

3. AIMS

The aims below describe the purposes of the NSSCAS English Second Language Syllabus. Successful learners studying NSSCAS English Second Language will be able to:

- develop the ability to understand and use a second language in a variety of registers
- communicate confidently and clearly in a second language
- form a sound base of social and other skills, language and attitudes required for further study, work and leisure
- develop positive attitudes to language learning and an empathetic approach to other cultures and different points of view
- develop a wider awareness and knowledge of contemporary issues through extensive reading
- develop skills in writing structured and convincing arguments, present a point of view clearly and with reasoned explanations.

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCAS level syllabuses are designed on the basis of 130 teaching hours per subject over the duration of one year, but this is for guidance only. The number of hours required to achieve the qualification may vary according to local conditions and the learners' prior experience of the subject. At this level of study learners should understand that self-study is an important part of their learning.

The National Curriculum for Basic Education (NCBE) indicates that this subject will be taught for 9 periods of 40 minutes each per 7-day cycle, or 7 periods of 40 minutes each per 5-day cycle, over one year.

4.2 Prior learning

The new NSSCAS Second Language syllabuses are designed for learners who learn a second language and use it as a lingua franca or language of study. In order to progress to the NSSCAS *learners studying English Second Language* are required to have achieved a minimum of grade C in the NSSCO Second Language.

4.3 Progression

NSSCAS Second Language syllabuses are general qualifications that equip learners with highly transferable skills to progress either directly to employment, or to proceed to further qualifications.

4.4 Support to the NSSCAS English Second Language teachers

NSSCAS syllabuses, question papers and examiner reports are sent to all schools offering this course. Assessment manuals and teacher guides in subjects, where applicable are sent to schools. Approved learning support materials are available on the Senior Secondary Textbook Catalogue for Schools. **The Senior Secondary Textbook Catalogue for Schools is available on the institution's (NIED) website (<http://www.nied.edu.na>).**

The use of other resources such as newspapers, magazines, videos, dictionaries, thesauruses, encyclopaedia and the internet is highly encouraged. **The examples of teaching resources are:**

- the syllabus
 - resources listed on the textbook catalogue
 - teacher guide
 - the language policy guide
- **Teacher support:**
 - face to face workshop on syllabus interpretation and implementation
 - support from the advisory services
 - support from NIED - <http://www.nied.edu.na>
 - support from Directorate National Examination and Assessment (DNEA) - https://www.moe.gov.na/st_exampapers.php
 - support from Programme and Quality Assurance (PQA)
 - support from tertiary institutions (UNAM - <http://unam.edu.na/> & NAMCOL - <https://www.namcol.edu.na/>, etc.)
 - teacher resource centres
 - **Other Online* resources** (*that are free at the time of publication of this syllabus*):
 - <https://www.tckpublishing.com/what-is-creative-writing/>
 - <https://www.tckpublishing.com/writing-styles/>
 - https://owl.purdue.edu/owl_exercises/index.html
 - https://www.educationworld.com/a_lesson/Variety-of-Sources
 - <https://www.nytimes.com/2019/08/22/learning/free-writing-curriculum-with-nyt.html>
 - <https://www.weareteachers.com/free-teacher-resources/>
 - <https://www.teachingenglish.org.uk/resources/secondary>
 - <https://www.cambridgeenglish.org/learning-english/>
 - <https://learnenglish.britishcouncil.org/>
 - **Community**
Regional, circuits and cluster meetings

*NOTE: Please take note the web links given above are not meant to be prescriptive and that they may not be permanent.

5. CONTENT OVERVIEW

The NSSCAS English Second Language Syllabus offers candidates the opportunity to develop and demonstrate the skills needed in reading and writing.

Candidates will be exposed to a variety of texts for different purposes to select relevant details, understand inference, attitude and opinion, and practise writing for different purposes and audiences. The NSSCAS English Second Language Syllabus will enable learners to become independent users of the second language, and to be able to use it to communicate effectively.

5.1 Reading and Directed Writing

Learners are encouraged to read widely throughout their programme of study, continually deepening their appreciation of an increasingly rich array of reading material. They should develop an intimate knowledge and understanding of the various discourses associated with a diverse range of genres, styles and contexts. Furthermore, learners should continue to cultivate their personal relationship with reading, enabling them to respond reflectively, analytically, argumentatively/discursively and imaginatively, as is appropriate to the task or context.

Objectives	Competencies
1. Knowledge and understanding	<p style="text-align: center;">By the end of Grade 12 learners should be able to:</p> <p>demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • the conventions of the following written textual forms: <i>email, a speech, an article or a blog</i> • the linguistic elements and literary features of texts [<i>e.g. parts of speech / word classes, vocabulary, figurative language, <u>phonology</u>, <u>morphology</u>, rhetorical devices, word ordering and sentence structure, paragraph- and text-level structure, tone, <u>pragmatics</u></i>] • the significance of audience in both the design and reception of texts • the ways in which genre, purpose and context contribute to the meaning of texts
2. Skills and techniques	<p>be prepared to demonstrate knowledge and understanding of the following skills and techniques:</p> <ul style="list-style-type: none"> • identifying writer's intention, mood and feelings within a text and respond appropriately • analysing the ways in which <u>linguistic elements</u> come together in a text to create meaning • recognising different textual forms and their conventions • selecting and interpreting words and phrases from a text • recognising and commenting on the overall style of a text • writing short, directed pieces in response to a text

5.2 Writing skills

Using their reading as inspiration, learners should explore and experiment with a similarly extensive variety of genres, styles and contexts in their writing. In addition to refining their ability to express themselves with precision and clarity of purpose, learners should become increasingly reflective writers, capable of adapting the style of their writing to fit a diverse range of forms, audiences, purposes and contexts.

There are many types of written texts, far more than might at first be thought. Although not all will feature in an exam paper, knowledge of the varieties will underpin later work. And familiarity with as wide as possible a variety of texts will mean that no text met in an exam will come as an unpleasant surprise to the learner.

Objectives	Competencies
1. Knowledge and understanding	<p align="center">By the end of Grade 12 learners should be able to:</p> <p><i>NOTE:</i></p> <p>The knowledge and understanding and its competencies that learners are required to demonstrate in Writing is the same as it is covered in Reading and Directed Writing (above).</p>
2. Skills and techniques	<ul style="list-style-type: none"> • writing for a specified audience and purpose • producing an appropriate structure for longer pieces of writing [e.g. discursive / argumentative questions and imaginative / creative questions. <i>Freytag's Pyramid in imaginative writing; dialectical structure in discursive writing and structure and requirements of an argumentative essay</i>] • organising writing to achieve specific effects [e.g. <i>withholding key information in imaginative writing; juxtaposing counterarguments in discursive writing</i>] • structuring paragraphs [e.g. <i>topic sentences, connectives, internal coherence, discourse markers</i>] • using a range of appropriate linguistic elements and literary features [e.g. <i>form, emotion and connection for imaginative writing; rhetorical devices in argumentative and discursive writing; plot, character and setting in creative writing</i>] • expressing ideas accurately and clearly at both sentence and paragraph level • evaluating and reflecting upon the qualities of own writing, including aspects relating to its purpose, form and audience

5.3 Grammar and language usage

In addition to what was learnt in NSSCO ESL syllabus, the NSSCAS English Second Language learners will be required to master the following:

Objectives	Competencies
Learners will:	By the end of Grade 12 learners should be able to:
use appropriate vocabulary in different contexts and situations to achieve effect, appropriate register and a mature style	<p>In addition to linguistic aspects stated within the reading and writing competencies above, learners:</p> <ul style="list-style-type: none"> • use euphemisms where appropriate • use language to create: <ul style="list-style-type: none"> - mood/atmosphere - convey subtleties (<i>intention, attitude, bias</i>) • employ figurative language to enrich writing and speech (for example <i>imagery, simile, metaphor</i>) <ul style="list-style-type: none"> - use idiomatic expressions correctly - use proverbs correctly

6. ASSESSMENT

6.1 Assessment objectives

The Assessment Objectives (AOs) are:

Reading

- R1 Demonstrate understanding of texts from different sources
- R2 Select and interpret information for specific purposes
- R3 Understand implicit and explicit meanings, and draw inferences
- R4 Demonstrate understanding of the writer's use of language for different contexts and purposes

Writing

- W1 Communicate information, ideas and opinions clearly and accurately
- W2 Organise ideas cohesively and coherently
- W3 Use appropriate and effective language for a variety of purposes and audiences
- W4 Evaluate and present arguments, and express own opinion

6.2 Scheme of assessment summary

Learners who have followed this syllabus are eligible for the awards of grades *a-e*; an award of *a* being the highest, while *e* is the lowest. The papers for assessment are as follows:

Duration, marks, and weighting of papers

AS Level Generic Second Languages					
Paper 1 Reading and Writing			Paper 2 Essay Writing		
<i>Duration</i>	<i>Marks</i>	<i>Weighting</i>	<i>Duration</i>	<i>Marks</i>	<i>Weighting</i>
2 hours	50	50%	1½ hours	50	50%

6.3 Description of papers

Paper 1: Reading and Writing	Duration: 2 hours	Marks
<p>Section A</p> <p>Part 1</p> <p>In this section, learners read a text of approximately 700 words and answer 5 multiple choice questions. Questions focus on testing high level reading skills, such as:</p> <ul style="list-style-type: none"> • detail • implication • tone • purpose • opinion / attitude • text organisational features (e.g. comparison and reference) <p>Each question is worth 1 mark. A total of 5 marks is available.</p> <p>Part 2</p> <p>In this section, learners read a text of approximately 700 words and answer a number of open-ended comprehension questions.</p> <p>Questions focus on testing high level reading skills, such as:</p> <ul style="list-style-type: none"> • identify and explain vocabulary and structures • understand implicit and explicit meanings • ability to understand main ideas/gist • interpret complex language • synthesise information • identify implied meaning • draw inferences. <p>Each question is worth either 1, 2 or 3 marks. A total of 20 marks is available.</p>		<p>5</p> <p>20</p>
<p>Section B</p> <p>In this section, learners read a text of between 400 and 450 words and write a response for a specific purpose and audience. Learners may be asked to write an email, a speech, an article or a blog. Learners write between 220 and 260 words.</p> <p>A total of 25 marks is available.</p>		<p>25</p>
<p>Total</p>		<p>50 marks</p>

Paper 2: Essay Writing	Duration:	1½ hours	Marks
<p>There are five essay questions in this paper: three discursive / argumentative questions and two imaginative / creative questions.</p> <p>Questions will be based on the five topics specified for the year of examination.</p> <p>All learners answer two questions. Learners answer one compulsory question and answer one additional question from a choice of four questions. <i>A compulsory question can be set on any of the essay types given above.</i> Learners write between 220 and 260 words for each response.</p> <p>Each question is worth 25 marks. A total of 50 marks is available.</p>			25 × 2
Total			50 marks

6.4 Topics for the Essay Paper

Learners who follow the NSSCAS English Second Language Syllabus will have the opportunity to gain knowledge and understanding of issues in these topic areas in their preparation for the Essay Paper. Learners consider topics within local and international contexts.

Questions will be based on the five topics specified for the year of examination. Year 1 will begin in 2021. Year 5 will end in 2025. Year 1 will begin again in 2026. Though the five topics per year given below are *prescribed*, their example *sub-topics* on the next page *are not prescriptive*. Sub-topics given under each topic on the next page are just examples and teachers can use any suitable sub-topic to teach.

Years 1 & 6	Years 2 & 7	Year 3	Year 4	Year 5
2021 & 2026	2022 & 2027	2023	2024	2025
Human relationships	Careers	Advertising and marketing	Science	Language and Communication
Climate	The media	Food and drink	Globalisation	Travel and transport
Education	Environment	Free time activities	Sport	Social trends
Tourism	History	Culture	Patterns of daily life	Citizenship
Innovations	Health	Conservation	Nature	The Arts

****If by the sixth year the syllabus has not been revised, assessment will start with topics for Year 1.***

6.4.1 Topics for the Essay Paper: Further Guidance

Teachers can explore the topic areas **in any way they choose**. The following examples (*which are not prescriptive*) are a useful guide for lesson plans.

Topics for the Essay Paper and their subtopics	
<i>Years 1 & 6 – 2021 & 2026</i>	
Human Relationships <ul style="list-style-type: none"> • Generation gap • The status of the elderly and responsibility for their care • Young people and their peer group 	Climate <ul style="list-style-type: none"> • Climate change on ecosystems • Natural phenomena • Human contributions (e.g. global warming)
Education <ul style="list-style-type: none"> • Education systems and types of schooling • Provision of further and higher education • Education and training 	Tourism <ul style="list-style-type: none"> • Human and wildlife conflict • Sustainable tourism • Friction between tourists and local inhabitants
Innovations <ul style="list-style-type: none"> • Modern inventions e.g. how food is cooked, building materials, safety measures, making clothes • Ethical issues of technology e.g. cloning, surveillance, genetically modified crops/animals • Modern communication systems 	
<i>Years 2 & 7 – 2022 & 2027</i>	
Careers <ul style="list-style-type: none"> • Qualifications and job routines • Employment and unemployment • Gender and work roles 	The Media <ul style="list-style-type: none"> • Print and digital media • Censorship and freedom of the media/ Surveillance and privacy • Friendship in the digital world
Environment <ul style="list-style-type: none"> • Impact of natural disasters • Saving endangered species • Pollution 	History <ul style="list-style-type: none"> • The role and value of history in modern society • The role of international organisations • The provision and politics of aid
Health <ul style="list-style-type: none"> • Medical and scientific advances and their ethics • Advances in the treatment of disease • Healthy lifestyles 	
<i>Year 3 – 2023</i>	
Advertising and marketing <ul style="list-style-type: none"> • The power of advertising • Offensive or misleading advertisement • Role of media in advertising 	Food and drink <ul style="list-style-type: none"> • Food preservation processes • Production and security of food, water and drink • Diet, health education and provision of healthcare
Free time (leisure) activities <ul style="list-style-type: none"> • Individual and team sport • Value of leisure • Balance between work and leisure 	Culture <ul style="list-style-type: none"> • Museums, historic sites, archives and other heritage institutions • Culture, gender and gender roles (in the African context) • Diversity in culture
Conservation <ul style="list-style-type: none"> • Conservation of natural resources (e.g. rivers, seas, land, air, minerals, etc.) • Conservancies in the Namibian context – flora and fauna • Conservation and transmission of culture and language 	

Topics for the Essay Paper and their subtopics	
<i>Year 4 – 2024</i>	
Science <ul style="list-style-type: none"> • Space exploration and its associated industry • Information and communications technology • The uses and applications of Mathematics 	Globalisation <ul style="list-style-type: none"> • Rural and urban concerns • Transport and travel • Immigration and migration
Sport <ul style="list-style-type: none"> • Sport and leisure • Gender and sport • Sports and nationalism 	Patterns of daily life <ul style="list-style-type: none"> • Advantages and disadvantages of urban and rural life • The individual's way of life • Living conditions
Nature <ul style="list-style-type: none"> • Adaptation and sustainability • Safety of underground water • Natural resources (air, water, land and everything within each of them) 	
<i>Year 5 – 2025</i>	
Language and communication <ul style="list-style-type: none"> • Language and advertising. • Language and cultural identity • Language and power 	Travel and transport <ul style="list-style-type: none"> • Forms of transport and their history • Private and public transport • Holidays and foreign travel
Social trends <ul style="list-style-type: none"> • What it takes to start a social trend • Media trends e.g. messaging app, Instagram, Twitter, etc. • Fashion trends 	Citizenship <ul style="list-style-type: none"> • Regional / local citizenship (e.g. Namibia / SADC) • Global citizenship • Patriotism and citizenship
The Arts <ul style="list-style-type: none"> • Traditional and cultural arts • Significant figures and trends in the arts • The place of the arts in the life of the nation 	

6.5 Specification grid

(Showing Assessment Objectives as an approximate percentage of each paper)

Assessment Objectives	Paper 1 Reading and Writing			Percentages of Assessment Objectives
	Section A Part 1 (MCQs)	Section A Part 2 (OEQs)	Section B (DW)	
R1	√	√	√	25
R2	√	√	√	25
R3	√	√		15
R4	√	√		15
Sub-total				80%
W1			√	5
W2			√	5
W3			√	5
W4			√	5
Sub-total				20%
Total				100%

Assessment Objectives	Paper 2 Essay Writing	Percentages of AOs
W1	√	25
W2	√	25
W3	√	25
W4	√	25
Total		100%

6.6 Grade Descriptions

Grade descriptions are provided for judgemental grades *a* to *e* and give a general understanding of the standards of achievement likely to have been awarded to a candidate. The descriptions must be interpreted in relation to the achievement of the objectives and the competencies in the syllabus, keeping in mind that learners are offering the subject at second language level. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of assessment may be balanced by better performances in others.

A Grade a learner will be expected to:

1. understand, convey and defend arguments and information;
2. order and present facts, ideas and opinions at a complex level;
3. evaluate and select relevant materials from texts suited to the question, showing independence of thought;
4. understand gist and identify main points and detail in a variety of texts, drawing relevant/suitable inferences and forming conclusions;
5. recognise and explain both subtle and obvious implicit meanings and attitudes;
6. describe and reflect upon experience and express very effectively what is felt and imagined;
7. communicate effectively, appropriately and clearly, using a sophisticated range of vocabulary;
8. vary style suited to purpose in a variety of tasks, showing a clear sense of audience;
9. use well-constructed paragraphs and complex sentences, obey and demonstrate knowledge of grammatical conventions and use spelling and punctuation accurately.

A Grade c learner is expected to:

1. understand and convey arguments and information;
2. order and present facts, ideas and opinions;
3. evaluate and select material from texts in answer to questions and provide basic explanations;
4. understand some gist and identify some main points in a variety of types of texts, drawing inferences;
5. recognise implicit meanings and attitudes;
6. describe experience and explain satisfactorily what is felt and imagined;
7. communicate successfully, using a range of vocabulary suited to some of the tasks;
8. use fluent and varied sentences;
9. use paragraphing and some variety of sentence construction, with some regard to everyday grammatical conventions, spelling and punctuation, so that weaknesses do not seriously impair communication.

A Grade e learner is expected to:

1. understand and convey information;
2. order and present facts, ideas and opinions at an elementary level;
3. evaluate and select material from texts in answer to questions, sometimes providing minimal explanations;
4. partially understand a few main points in texts;
5. sometimes recognise the most obvious meanings;
6. describe experience and explain what is felt and imagined;
7. communicate with some success, using a limited range of vocabulary;
8. use simple sentences;
9. use paragraphing with limited regard to everyday grammatical conventions, with spelling and punctuation which impair communication.

ANNEXE A: Marking Grid for Paper 1, Section B – Directed Writing

Content

14–15	<i>Excellent</i>	<p>Entirely relevant, with many aspects of the task explored.</p> <p>Ideas very effectively organised, developed and presented in a form highly appropriate to the task.</p> <p>Strong sense of voice. Highly aware of audience and purpose.</p>
12–13	<i>Very good</i>	<p>Relevant, with most aspects of the task explored.</p> <p>Ideas well organised, developed and presented in a form appropriate to the task.</p> <p>Sense of voice. Aware of audience and purpose.</p>
9–11	<i>Good</i>	<p>Mostly relevant, with main aspects of the task explored.</p> <p>Ideas, organisation and development generally clear but lacking coherence in places.</p> <p>Some sense of voice. Some awareness of audience and purpose.</p>
6–8	<i>Satisfactory</i>	<p>Some aspects of the task explored.</p> <p>Limited or unambitious organisation, but with some attempt at development of ideas.</p> <p>Limited sense of voice. Some irrelevant material. Limited awareness of audience and purpose.</p>
3–5	<i>Weak</i>	<p>Limited understanding of the task.</p> <p>A few relevant ideas presented. Significantly lacking in focus and/or repetitive.</p> <p>Very limited sense of voice. Ideas and points weakly developed.</p>
1-2	<i>Poor</i>	<p>Minimal response. Implications of the task only vaguely or not understood.</p> <p>Very limited relevant content undeveloped and unstructured.</p> <p>No sense of voice.</p>
0		No relevant material presented.

Language

10	<i>Excellent</i>	Excellent control of an extensive range of vocabulary and complex sentence patterns, with very few minor errors. Highly developed sense of idiom
9	<i>Very good</i>	Highly accurate, with a few minor errors. Very good control of a wide range and of vocabulary and complex sentence patterns. Good sense of idiom.
7-8	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns. Some sense of idiom.
5-6	<i>Satisfactory</i>	Predominantly simple sentence patterns correctly used and some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition.
3-4	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-2	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.

ANNEXE B: Marking Grid for Paper 2 – Essay Writing

Content

14-15	<i>Excellent</i>	<p>Entirely relevant, with all implications of the question explored.</p> <p>Ideas and arguments very effectively organised and illustrated with wholly relevant examples.</p> <p>Highly aware of audience and purpose.</p>
11-13	<i>Very good</i>	<p>Relevant, with most implications of the question explored.</p> <p>Ideas and arguments well organised and illustrated with relevant examples.</p> <p>Coherent argument.</p> <p>Aware of audience and purpose.</p>
8-10	<i>Good</i>	<p>Mostly relevant, with main implications of the question explored.</p> <p>Ideas and organisation generally clear but lacking coherence in places. Some relevant examples. Some ability to develop argument.</p> <p>Some awareness of audience and purpose.</p>
5-7	<i>Satisfactory</i>	<p>Some implications of the question explored.</p> <p>Limited or unambitious organisation, but with some attempt at providing examples. Some irrelevant material.</p> <p>Limited awareness of audience and purpose.</p>
3-4	<i>Weak</i>	<p>Limited understanding of the question.</p> <p>A few relevant points made. Significantly lacking in focus and/or repetitive. Ideas and arguments poorly developed and structured.</p>
1-2	<i>Poor</i>	<p>Minimal response. Implications of the question vaguely or not understood.</p> <p>Very limited relevant content, undeveloped and unstructured.</p>
0		No relevant material presented.

Language

10	<i>Excellent</i>	Excellent control of an extensive range of vocabulary and complex sentence patterns, with very few minor errors. Highly developed sense of idiom.
9	<i>Very good</i>	Highly accurate, with a few minor errors. Very good control of a wide range and of vocabulary and complex sentence patterns. Good sense of idiom.
7-8	<i>Good</i>	Generally accurate. Good range of vocabulary and some complex sentence patterns. Some sense of idiom.
5-6	<i>Satisfactory</i>	Predominantly simple sentence patterns correctly used and some complex language attempted, but with variable success. Adequate range of vocabulary, but some repetition. Limited sense of idiom.
3-4	<i>Weak</i>	Persistent errors may impede communication. Simple and repetitive sentence patterns. Limited vocabulary.
1-2	<i>Poor</i>	Little evidence of grammatical awareness. Inaccuracy often impedes communication. Very limited vocabulary.
0		No relevant material presented.



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